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EDITORIAL COMMENT

Two articles on records and record keeping are presented in this issue of the *Bulletin.* Each is concerned with particular areas of development, but they are inter-related.

The first article indicates the concern of a group of school counselors, using a case work approach, as focusing on the values of recording the interview process. They consider this a means of deepening understanding of what is taking place in the situation and thus of developing skill in practice.

The second article presents the beginning and early development process of formulating record materials by a state group of visiting teachers. This group, working as individuals and through group conferences, in learning why they need records, what they need, and what the school needs is also indicating concern about content.

It is our hope that these articles will provide stimulation for study of other groups and individuals.

WHY KEEP RECORDS?

By CLARA BAY BRYANT

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School counselors, faced with all the pressures of their dual nature as social workers within the educational structure, may find themselves in a quandary over the keeping of records. Concern over the problems of record keeping is certainly not unique either to case workers in social agencies outside the schools, or to school people in roles other than counseling. The uniqueness lies in the problem which the school counselor faces of determining what is important for him to keep in the nature of records as different from other school records and as different from records in other types of agencies.

The counselor begins, really, with the question, "Why keep records?" Records of the child's academic work, of achievement and intelligence test results, of certain medical examination data, and of teachers' comments on school progress and behavior usually appear in the general records kept in the regular school files. The counselor must determine whether his own records, as separate and different from these others, are needed, and if so, in what form they are most usable.

This kind of recording—the counselor's own account of what happens between himself and the child—is a subject which inevitably becomes entangled with the whole of the counseling process. A record, obviously, is always *of something,* and in the counseling situation that something is the interview itself and other aspects of the work in which the counselor engages with the child or with others for the sake of helping the child.

We all know from experience that even the best memory does not retain situations clearly in mind. Gradually the events become blurred, distorted, changed, perhaps entirely forgotten. Dr. Louise Bryant* wrote about this quite a few years ago. She said, in discussing the psychology of case records in social agencies, that "we remember best those things that interest us. We are interested in things that fall in best with our habits of thought and life, and which give us most pleasure. We are also interested in things which stimulate our sense of novelty or which we learn in the beginning of a study. We remember the most recently learned fact or the fact repeatedly brought to our attention. We remember the pleasant and tend to suppress the unpleasant. We remember—our sense of fact rather than fact itself."

*Bryant, Louise Stevens, "Psychology of Case Records," reprinted from Hospital Social Service, XI, 1925, p. 376.

If we reach into our own experience, it is not difficult to find instances of faulty judgment based on memory alone. The purely factual information certainly needs to be objectively organized outside ourselves so that our own psychological quirks cannot twist and turn them—unconscious and innocent though we may be of any such activity. And what about the process —that dynamic give and take which inevitably occurs in every interview, in every relationship in which there is a person seeking help and a person offering help? Is there any reason to suppose that we can remember the important elements in that any more accurately or readily than we can recall relatively clear and simple facts? Certainly—again using our own experience —we know this is not possible. Actually it is usually only *as we record*—as we get the events of the process outside ourselves and are able to look at them more objectively—that we are able to really understand what took place in the interview itself.

During an interview the most skillful counselor is, none-the-less, a human being engaged in a dynamic relationship with another human being. If skillful, the counselor is quite aware at every point of the meaning of what is happening between the two of them. But regardless of this sensitivity to process, there is something in the very nature of a relationship that clouds, to some extent, fact with feeling. So it is only as the counselor records that he becomes able to view the situation with true objectivity. Now the situation is *outside*. No longer is he a living, feeling part of it—but rather an observer who can *look at* the activity for what it really was. It is true that the most skillful counselor is the one who can retain the greatest understanding during the process itself and, as I have pointed out, even he must see it in recorded form to clarify events and to continue in learning. To reach the degree of understanding involved in such skill, all of us have to study very carefully the interviews we engage in. There is no short cut to learning skill in interviewing. We can learn only by doing and by studying what we do. And there is no way of studying process except by looking at recorded interviews and truly seeking to understand what happened between the counselor and the client.

Neither is there any short cut to understanding what is involved for the client and what help can be offered. It is frequently only as the contact progresses that it is possible to look back over a series of interviews and see clearly what is implied in the child's struggle. Even the single contact—so large a part of our work in school counseling—can be extremely revealing in retrospect. And there is no possible way of knowing if and when a child or a parent will return for help. What seems to be a single interview may be the first of an interrupted series.

Then, too, the single interview which is—and remains—*just that* may

be highly important for its own sake. If help is really being sought and is skillfully given, it is inevitably so. How else can we know what we are doing—or what further help we can or should be to children—except by studying the records of such contacts?

Granting that the necessity for keeping records may be an accepted fact, the question of the nature of records most usable for counseling personnel in schools remains to be answered. One point sometimes made is that since the counseling record is for the use of the counselor himself, a brief outline of pertinent facts related to the situation is all that it is important to have.

There is fallacy, however, in considering the case records as of value only to the counselor himself. It is true that in our discussion up to this point we have been considering the values of records only as those which affect the counselor in his efforts to help the individual, and certainly the best possible help to that other person is basic in reason for recording. However, the record is neither the personal property nor for the sole use of the counselor who had the original interview. The record is for the use of the agency; in this instance, the counseling service of the schools.

In a large school system such as ours in Philadelphia, other counselors may need to use the information, either counselors in the same school during the original counselor's absence, or counselors in other schools at a time of the student's transfer. Supervisors need records in order to know how to help the counselor and, through him, the child. School administrators may need information contained in records in order to best serve the needs of the particular child.

In addition to these purposes—all of which serve the needs of the individual—is the fact that only through accumulated information contained in case records can facts be gathered which can be of help in furthering the ends of service to the whole group. For instance, if a number of children are finding considerable problem in a particular aspect of school life, this may be an indication that school administrators should look at this situation carefully. Word-of-mouth reports on such topics are never sufficient. Clear and adequate recorded material is a necessity if the experience itself is to have meaning in eventual study.

Annette Garrett*, in the book, "Counseling Methods for Personnel Workers," discussed the need for record-keeping by counselors in industrial plants. She says, "Social agencies have gradually developed a method of recording which is part and parcel of their method of helping. Records serve not only to enable succeeding case workers to know what has pre-

*Garrett, Annette, "Counseling Methods for Personnel Workers," p. 164, Family Welfare Association of America, New York, 1945.

viously happened in the various cases, but also as laboratory material, the continuing study of which makes possible the progressive improvement of the agency's work. From the standpoint of research, on either a small or a large scale, case records are unsurpassed in their usefulness. The successful, as well as the erroneous methods used in typical situations can be studied—the results of these studies made available for understanding similar situations in the future and the best method of handling them. Without such self-study, counselors and case workers are in danger of repeating their mistakes and even of failing to recognize some of their own practices. Case workers are often surprised at some of the things they find in their records. The same thing is true of counselors when detailed records are kept. A counselor may have thought of himself as being very undirective; yet his own record may indicate to his amazement that he really did most of the talking and was pretty direct in what he told the employee to do. Or, at the opposite pole, a counselor may see many spots in his record where, with hindsight he can recognize that a helpful comment would have been better than the silence he had in fact maintained. He may note some instances in which he has been so absorbed in his own train of thought that he unwittingly blocked an employee from discussing something he obviously wanted to talk about." As an example, Miss Garrett cited the instance of a student of social work who wrote of her experience in seeing, through a study of her records with a supervisor, that she had a tendency to talk too much in an interview because of her own embarrassment over silences. She wrote, "As long as I was unaware of this tendency, no real progress could be made."

The outline form of recording cannot possibly convey sufficient detail or assure enough continuity to adequately serve these purposes. In the very selection of materials to outline, the counselor may lose by too early sharpening of facts, important elements in the situation which have escaped him, and which now will forever continue to escape him.

At this point question will inevitably arise regarding the possibility of keeping full records of interviews when time is so limited and demands upon it so great. It is difficult to find time to record, especially if there is little or no secretarial help for the counselor. However, our first step has to be a real acceptance of the need for records and their value and importance. If we see recording as a "frill" which is nice to have but not really a part of the job itself, time *will* be an insurmountable factor. But, if we can accept recording as an innate part of counseling itself, then time *must* be forthcoming if our responsibilities are to be fully met.

In some counseling situations, where caseloads are extremely heavy and secretarial service very limited or non-existent, it may be impossible to keep

detailed records in all cases. These step-by-step descriptions of interviews may have to be limited to a few cases which are particularly valuable to the counselor in terms of self-analysis and study of the process in which he has been involved. Important factors to be considered here are what is possible in complete coverage of one's caseload, so far as recording is concerned, and then how many cases can be selected for the more adequate type of recording. If a few well kept records meant many entirely neglected ones, we might consider such a choice ill-advised. On the other hand, only brief notations, with no records kept in detail, will inevitably result in the counselor's shutting himself off from really facing where he is in his skill and from seeking and finding means of change and development. Growth in professional skill cannot take place in the dark. It can happen only when the strongest light is shed from within and without on the job one is doing, and adequate records are lights from without which show in full relief the nature of the counseling process in which one is engaged.

When such selectivity of recording is practiced, it is possible too to learn to record accurately and with considerable meaning to oneself and others without giving the fuller details needed in those records which are particularly chosen for learning purposes. As a matter of fact, only if such recording were possible, would it seem sound to accept the need for so much condensation in counseling records; for we have no possible way of knowing beforehand how a situation is going to develop, or how deep may be our need for thought and study in relation to it. Our choice of records to be kept in detail would always be arbitrary, and the great mass of others need to be kept in such a way that although brief, they are clear and accurate, and leave the way open for any amount of analysis and study at any given point.

A lengthy discussion, for instance, can often be summed up in a few words if the writer has genuine understanding of what really went on. Descriptive phases can be used in such summations. Sometimes a single, brief quotation can convey a world of meaning. This kind of concise recording, chronological in nature, can give a picture of the counseling process. In doing so, it inevitably calls for the highest use of the counselor's skills and brings into play the finest elements of his awareness of what is happening between himself and the one he is helping. When thus sensitively and clearly done, this kind of recording gives a picture of the counseling process and is not merely a summary. There are such things as summarized records, and these serve an important use at times when quick review of a total situation is necessary. Summaries, however, can never replace or serve the same purpose as chronological records which show the counseling process itself.

At this point it seems appropriate to explore more carefully the question of the content of the record. In the discussion so far the term "process" has appeared, for it is this which differentiates the kind of recording under consideration from the purely factual record. Dr. Arthur Jones*, speaking of records, said, "It is often much easier to secure facts than it is to use them after they are obtained. On this account there is a tendency to give more attention to gathering data than to use the information collected. We must keep continually in mind that the only reason we collect data is that we may *use* them."

Edith Everett*, also writing on the subject of case records, says, "The only information essential to personality adjustment is what can be put into immediate service in helping the child."

It seems obvious—but certainly worthy of comment in passing—that upon the knowledge and skill of the counselor will depend whether there can be clear understanding of what needs to be in the record. This may begin to sound like a circle, which truly it is. For upon the use of case records and analysis of the work the counselor is doing depends in considerable measure the development of his skill. Putting down in black and white what happened between the counselor and the client is really a risk for the counselor. It is always hard to put outside oneself what has been so much a part of self—and to place it in full view of others to see. It is hard—but this very hardness is a universal experience in our learning. We cannot learn unless we do put out, and it is never easy for any one of us to so risk himself. Dr. Louise Bryant wrote of many objections to records being based on "the fundamental dislike we all feel of being tied down by our past activities or too closely identified with our former opinions or statements."

We speak of records at the same time, then, as a means to learn and as a reflection of skill already developed. This much, though, we can know at every step along the way of our own learning experience. "What do I understand to be happening in the interview? and "What in this interview, in the light of my understanding at this point, is important to record?"

Certain information of a purely factual nature may be available in school records or as face sheet information. This would include information pertaining to school progress, test results, medical records, and other information which is not of a confidential nature.

In the record of the interview or interviews, certain important factors

*Jones, Arthur J., "Principles of Guidance," p. 115, McGraw-Hill Book Company, New York, Third Editon, 1945.

*Everett, Edith M., "Information Needed in a Case Study," from "Personality Adjustment of the Elementary School Child," Fifteenth Yearbook of the Department of Elementary School Principals, National Education Association, July 1936, p. 485.

should always be included. It is always important to know, for instance, how a child was referred. It is essential to understand what the problem was as stated by the child and what the counselor did. So far as what actual facts need to be recorded, we can repeat here that facts are never important for their own sake, but are valuable only as the counselor can use them in helping. For this reason we can never define in advance exactly what facts are necessary to record because the process itself will determine this. Spontaneously given information is always important to understand in its clearest meaning; to know whether to follow this up and if so how, is the counselor's responsibility.

Facts about behavior can best be described from direct observation. Miss Everett, speaking of this, pointed out that such observation is of value "only if enlightened by developed understanding on the part of the observer, and applied in a relationship with a well-adjusted personality." In describing the behavior of another it is essential, of course, that one knows which is oneself and which is the other. Again the record serves as a tool in learning and as a means of finding our weaknesses and strengths. It also reflects the understanding we have of a situation at a given moment.

When I speak of recording "facts and behavior," I mean to stress the significance of what actually takes place between the counselor and the child, or between the parent and the child, or between the counselor and the parent. Emphasis should be on *what is happening,* and how those persons involved *feel* about what is happening. We all know situations which judged by what we might call "objective" standards are poor, and yet in which children grow and develop into finely integrated personalities. Houses may be poor and dirty, yet if the "feeling environment" is good—if the child finds love and a place for himself—his chances for growth and wholesome development are excellent. Similarly, we know instances of the reverse situation—fine houses and ample material goods, but bad "feeling environments," leaving the child without that which is most important for his best development.

I emphasize this because it has an important part in what we decide to record. If we accept and understand the importance of feeling in our review of facts, we will see and understand events in different lights, and our records will bear witness to this understanding.

As recording has been discussed here, emphasis has been on the need to record living, dynamic factors in the process of giving and receiving help. In repetition of an early statement, the subject of recording is inevitably entangled with the counseling process itself. If we can understand counseling as a dynamic relationship in which one person seeks and another

offers help, and the process as a moving, changing give-and-take within the limits of the particular situation, our records must necessarily reflect this understanding. Facts as such are important, but they are significant as they affect or are affected by the human relationship involved. Pure fact and observation of feeling are both essential in records, and this observation of feeling is of itself a fact. If feeling response is sensitively and understandingly recorded, it is fact and not the expression of an attitude on the part of the recording person.

What is recorded, then, depends basically upon what the counselor understands and upon the skill with which he is able to sift and clarify this within the limits of the reality of his current job experience. Records obviously depend to some extent on the size and nature of the caseload and the amount of clerical help available. But, even given serious handicaps, it is possible to find ways of keeping a living, meaningful account of what is certainly a living, meaningful way of helping.

RECORDS AND CASE RECORDING—AN IMPORTANT PHASE OF THE VISITING TEACHER PROGRAM

By ESTHER L. BELCHER
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The Michigan visiting teacher program is now in its fourth year. The ninety visiting teachers represent an alert, growing group of professional school workers. Though the workers varied initially in professional training and experience, a large number have now met minimum state requirements. For the majority, records and case recording have presented difficulties. The type of case record which would function well in a school setting has been a vital visiting teacher problem. Practical questions concerning case recording which have been inherent in setting up each of the separate local visiting teacher programs in Michigan are: 1) what and how to record, 2) how to find the time in a busy schedule, 3) for what use is the record being kept, 4) who may use it, and 5) what other types of records beside the case record should be kept.

In the Michigan Visiting Teacher Plan, Bulletin 342,[1] it is stated on page 16, "The visiting teacher should keep adequate local records, which must be wholly confidential in nature . . . "

"The following records should be on file locally for examination.

Case folder for each child including:

1. Referral—statement of problem, referring person or agency, and identifying family data.
2. Progress notes—a brief statement of what the visiting teacher has done in working with the child. An entry with the data should be made for each interview with the child, teacher, parent, or others.
3. Reports summarized for referral to other agencies.
4. Reports received from other agencies and sources and comments made by school personnel.
5. Summaries of pertinent school information or other pertinent materials."

The state plan also includes this statement under the reimbursable item, page 17, "Reasonable amount for clerical assistance, not to exceed one-quarter time for each visiting teacher."

This implies that the visiting teacher will keep records but does not suggest why they will be kept. The beginning case worker may not at first

[1]State Plan for Visiting Teachers. Bulletin No. 342. Superintendent of Public Instruction, Lansing, Michigan. 1945.

see the need for keeping an accurate account of interviews. She may express personal resistance, she may feel the records will not be treated as confidential, she may be frank and say she is not able to accept the challenge of recording interviews. In every instance in the first year of a local program the state consultant has emphasized case recording through friendly discussion. The need has been pointed out and the purpose of recording has been cooperatively developed with the visiting teacher worker.

Why is case recording important? The visiting teachers will agree that it is important but also difficult to plan adequately within a school situation. The visiting teacher working in the school setting may find that the school situation itself is a limiting one, in the setting up of case records and in the implementation of the plan for recording. The policies of the school are not geared for a case working situation as is a social agency. Case recording is a process, the goals of which have been secondary in educational goals as they are often stated. In educational planning recently we have heard about the case work approach. Its importance in educational planning has not been generally defined in many school programs. The visiting teacher has brought into an educational setting some techniques from another discipline and these have had to be adapted, interpreted and integrated by the visiting teacher.

There are several fundamental reasons for visiting teacher case recording. However, self protection for the school worker and assistance in careful analysis of the case material seem to be the main emphases. In average case loads of 50-60, no one can trust his own memory for accurately keeping in mind the pertinent facts of a case which has been in progress over a period of time, nor for analyzing their relative importance.

Careful recording of each interview gives greater understanding of case progress. Formulation in writing often clarifies the worker's understanding. Especially is this true for the less experienced worker. In working with parents and children, the dynamics of the case may not be readily understood as each contact is made. In recording the interview and in re-reading it, the relationships may become clear and progress in the case may be made because of these basic understandings. When cases are reopened, the previous record is most essential. Conferences with the principal, teachers, and other school workers are important elements in the visiting teacher assignment. Understanding of why Mary is unhappy must be known to the others who work day by day with her. The classroom teacher, her principal and the case record are indispensable in preparation for these conferences.

In the school setting parents may contact the principal or superintendent

to make a complaint when they do not understand the visiting teacher function. Or for example, let us suppose that during the last interview Susie Brown's mother may have come to a point of resistance in revealing anything further about the family environment. She wishes to end visiting teacher contacts and takes the way of making a complaint to the superintendent. The visiting teacher's case record is the worker's protection in presenting what has happened in the progress of the case interviews.

Referrals to community agencies, the local child guidance clinic, the family agency and the employment center require accurate details and facts pertinent to the referral. It is our experience that these same agencies often contact the school worker for data concerning cases they are working with and ask visiting teacher assistance for the school's knowledge of their case.

In every local program it has been found that within a year the visiting teacher feels the need for an adequate record system. It has been the philosophy of the Michigan program to encourage local initiative and for the state to emphasize consultative rather than directive service. Because of this basic belief, no attempt has been made to set up a required state record form for case recording. Each visiting teacher has been encouraged to use the method which seems best to fit the local situation. There have been various forms of records devised, tried, rejected and revised in these early stages. It has become almost a tradition that the visiting teacher in a local program plans at least one half day per week for records.

The confidential nature of much of the material has been the cause of hesitancy on the part of many workers toward recording this type of data. The office facilities for the visiting teacher vary. Sharing an office with an elementary supervisor or the school principal raises problems of identification in the school, as well as the problem of the number of people who come and go within the office—teachers, children and parents. Assignment in the general school office, as is necessary in some schools, also creates a need for constant precaution. Encouragement of the visiting teacher in developing attitudes helpful in keeping and protecting case records has been an important element in consultative planning.

Records are a necessary part of a visiting teacher program and they must undergo constant evaluation in relation to the local situations. In the Michigan visiting teacher program the system of records and recording is viewed as a continuous challenge. The visiting teachers and the state consultant are constantly evaluating in terms of: How may case records be made more meaningful? How may the time element be controlled successfully in the achievement of adequate recording?

PRESENT RECORD FORMS
MICHIGAN VISITING TEACHER PROGRAM

What are the essential minimum records in a visiting teacher program? Each visiting teacher will have certain attitudes and ideas about what is minimum and essential for him. Michigan visiting teachers have in the third year of the program agreed upon a set of records which are not state adopted, but are available to the visiting teachers as samples for suggestive procedures in their local programs.

In the second and third year of the program, four regional study groups met monthly to work cooperatively to define a selected area of the visiting teacher program and to offer a statement of agreements. These groups were suggested by the state consultant but were organized and carried on voluntarily by each group of visiting teachers in a specific geographical area. A two day workshop was held in March, 1947 at one of our Conservation Camps. At this time the reports of each of these study groups were discussed by a small group of the whole workshop and their final plan was presented to the total workshop group. This achieved fairly complete agreement on several functional areas of the visiting teacher program. One of these study groups presented a sample set of minimum records. The set includes:

1. Index card
2. Referral form
3. Case Study
4. Written confidential report to teacher
5. Daily time sheet

(This fits the form for state monthly reporting)

The index card is not kept by all visiting teachers but is considered essential by some.

The process of setting up channels for referral has been approached in various ways in the different local programs. The consensus was that a written referral form has definite advantages. It was also agreed that it should be simple and brief so as to encourage the teacher to make referrals and should include only the necessary information in order to evaluate the type of case and to begin the study. It is felt that the teacher's written statement of the problem is very important for giving the visiting teacher an understanding of the problem as seen by others.

The case study has been the most difficult in the area of records, probably because it is the basic consideration for beginning case work. In school recording what kind of face sheet is adequate, how much can be recorded

of interviews, how can adequate recording be achieved in a busy schedule? Many types of case recording have been set up, tried, revised and this will go on for some time in the initial stages of a program.

The confidential report to teachers is intended only as a tentative outline and its use is not advised in the initial stages of a visiting teacher program. In some schools much time must elapse before the teacher can use the written information and this can never substitute for a conference with the teacher. The planning the teacher does for the indivdual child on the basis of her increased insights is perhaps the most important phase of the treatment process. The visiting teacher supplements the facts for such planning through interview situations. In the second or third year of a program some visiting teachers have felt that the school is ready for a written summary to be included in the cumulative record. Naturally, it is agreed that this is a general summary of what has taken place in visiting teacher interviews. It *cannot substitute* for visiting teacher-teacher planning.

A daily time sheet is suggested to foster a job analysis and to serve as a guide for summarizing case contacts.

In this program these records will be constantly examined, and revisions may be anticipated. The process of records and recording is a continuous challenge.

THE SOCIAL WORKER'S CONTRIBUTION TO CHILDREN-IN-SCHOOL*

By RUTH SMALLEY, *Professor of Social Case Work*
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It is my purpose this afternoon to explore a little the nature and the needs of children-in-school, or school-age children, to consider briefly the appropriate contribution to their growth of parents and of teachers, and to emphasize particularly the social worker's contribution—whether as part of the school faculty or as representative of some other community-supported social agency.

The children who appear in kindergarten or the first grade certain fateful September mornings, have already done a great deal of important living. They bring to that beginning in school the courage or lack of it they have developed in the years preceding their first school day, the confidence in adults or lack of it, the trust in themselves or lack of it, happy curiosity or apathetic passivity, poise or panic. Just this fall one mother reported that, on arriving in the first grade with her eager five-year old Lucy, a distracted teacher turned from the moist and howling little children already struggling to separate from their mothers, and said with relief, "Thank Heavens we have one dry little girl!" What accounts for this difference in what children bring to school?

We cannot ignore the biological "given" which is uniquely each child's own. Just as we now accept that certain physical characteristics, such as eye color, and body build are fixed at the point of conception and not subject to change, so we appreciate that structure determining the degree of intelligence is inherited, and a more subtle something else variously and somewhat ponderously described as the "strength of instinctual urges," the "capacity to bear frustration," or a "way of reacting to the removal of an object of gratification." At any rate the single cell ovum, which has been fertilized and has begun to divide and sub-divide is, while still barely visible to the naked eye, the carrier of tremendous potential for unique development in three areas—physical, intellectual, and within limits, emotional.

The subsequent six years, which precede entrance into school, see a constant interplay of developing individual, in all his uniqueness, with his environment—the environment of particular importance for this age period being the family group. We know that, during the first two years, a close

*Paper presented at Connecticut State Conference of Social Work, 1945.

relationship with the mother or some person who takes the place of the mother is vital for the destiny of the child. The infant who suffers from lack of mothering may be pale, apathetic, and listless. Slow to talk, and to relate to people, he frequently gives the impression of mental dullness. What is not so generally appreciated is the fact that if there has been insufficient maternal love in the first two years there may be permanent damage to the child's capacity to love other people. The infant literally learns to love through experiencing being loved. One attitude a child brings to school, then, grows out of whether or not he has felt loved by his mother from birth forward. Nothing can substitute for the inner comfort and sense of well-being, that being loved by a competent, serene mother during the years of relative physical helplessness produces.

Important, too, in determining the personality the child presents at school is the kind of help he has had in socializing his instincts. It is well known that little children want what they want when they want it, and seek in the earliest years to satisfy strong instinctual urges without regard to the proprieties, or to the predilections of others. Weaning, toilet training, discriminating between what he can touch and handle and what he cannot all represent to the child restraints on his natural impulsive way of receiving satisfaction. If he is not helped to give up the breast and sucking pleasure when he is able to get satisfactions more appropriate to his growing capacities, if he is not helped to be clean and dry when he is psychologically able to manage his excretory processes in a socially acceptable way, he may always throw off and resent society's restrictions as intolerable. On the other hand, society's restrictions may be equally intolerable if he has been required to give up sucking pleasure and to be clean and dry before he was psychologically ready. While the strength of instinctual urges and the degree of capacity to bear frustration may be inherited, every individual can be helped to live within society's limits through experiencing the inevitable little pieces of frustrations involved in the socializing of instinctual urges in his earliest years. It is worth emphasizing that *only the loved child can be socialized,* since the wish to retain the love of the mother is the primary factor which makes giving up instinctual satisfactions possible. The baby will be "clean for mama," if the reward of mama's love makes that sacrifice worth his while.

Children, in the first grade have had experiences not only in feeling loved and so being able to love, and in controlling instinctual urges, but in learning to share the mother's love with other children. Here, only children are at a disadvantage since school may present them for the first time with the necessity of sharing mother (teacher) time and attention with thirty or forty other children without previous experience in learning

to share with the usual few brothers and sisters. Every child wants to be his mother's "one and only" love, and sureness of a unique place in his mother's affection, regardless of other claimants, helps him to tolerate being one of a crowd.

Important also for personality development, is the way each child has internalized society's red and green lights—through identification with the parent of his own sex. It is well known that the little girl who at five or six feels attracted to her father and angry with her mother, whom she also loves, but who is a successful rival for her father's love, solves her problem through identifying with or being just like her mother with resultant capacity to have what mother has—the father today and a husband tomorrow. This being "just like mother" involves her in taking into herself her mother's prohibitions and standards of conduct so that they operate hence forward independently of the mother-as conscience.

The same kind of development takes place in the boy as he identifies with his father and internalizes, in the form of conscience, his father's standards of right and wrong. If parental restrictions have been too severe and exacting, the six-year old child may be "too good" at the cost of spontaneity, intellectual curiosity, and creativity. On the other hand, if prohibitions have been too few, if identification with a "social" parent has been incomplete, or if identification has been made with a parent who is himself anti-social, an inadequate conscience may fail to help the child control his behavior and live in accordance with society's norms. Again identification with the parent of the same sex can take place only if the child feels loved by that parent and wants to be like him.

Finally, the child has had an experience in feeling able or unable to meet the expectations of those important to him. The infant who is pushed to give up the bottle or breast, to be clean, to walk, to talk, to refrain from handling forbidden objects before he is psychologically able, may, despite his real capacities, always labor under a feeling of not being able to make the grade. On the other hand, the child whose mother has dressed him and fed him after he was able to take care of these matters himself may also lack confidence in himself and seek always to arrange for the powerful parent-person to carry responsibilities for him. Anna Freud has said, "The task of pedagogy (and here she refers to parent as well as school teaching) is—"to allow to each stage in the child's life, the right proportion of instinct gratification and instinct restriction."*[1]

To summarize: When the child comes to school he has, hopefully, experienced being loved and cared for, been helped to socialize his instinctual

*[1]Freud, Anna—"Psychoanalysis for Teachers and Parents, Emerson Books, Inc., New York City—1935, Page 102.

urges, learned to share adult love and attention with other children, developed confidence through mastering tasks appropriate to his ability, and taken into himself certain standards and prohibitions through identification with the loved parent of his own sex as well as with other persons important to him. The parent through his child's first five years somewhat rightly feels that he is waging a war. Everything he wants his child to be, —clean, able to share, considerate of others,—is foreign to baby nature. It is important to appreciate that by the time he comes to school, part of the child's own nature (his conscience already established) is on the parents' side—working with them, and desiring the same socially accepted ideals that are desired for him.

This brief review suggests what we mean when we say that every child has had important experiences in living before he comes to school and that his original endowment, his life experiences, and what he has made of them, as well as the nature of the school experience itself affect how he will take hold of going to school.

The school-age child in one sense turns away from his parents in relation to whom he has had such strong feelings in his narrow, pre-school world, and is psychologically ready to learn and to respond to adults other than his parents. This is the "chum age"—when the "we spirit" overcomes at last the sturdy "I", when the other fellow is important for his own sake, when individual achievement can be subordinated to team or gang achievement. In the child-in-school we see a spurt in the development of a social person, if conditions for healthy growth up to this time have been met, and if immediate conditions at home and school are favorable for continued growth.

What of the contribution of the parent to the child-in-school? Just as the child from conception forward has struggled toward becoming a separate person from the parent of whom he was once a part, so the parent has struggled to let the child be separate. Everyone knows that the mother who loves the little baby and finds joy in giving him the physical closeness he needs for survival in his earliest weeks on earth, must bear his developing urge to separate from her, and not only let him go, but encourage his going. There is a pang as well as a pleasure when baby's eyes light up for Daddy, grandma, aunt, and uncle and not just for mama; when the curls come off, and the legs stand up; and when the baby arms turn half-circle from the mother to the fascinating world. The work of physical care of the child and the sacrifice of personal pleasure it involves for the mother are made possible by the rewarding sense of importance to him, of being first with him, and one with him. At no point is the mother called on to suffer more wrench than when Johnny starts to school. Many

mothers express this by saying, "I have lost my baby." They have. The child's going to school introduces a rather tremendous problem in development for him as he enters a greatly enlarged world requiring sharing, control, achievement, on an unprecedented scale and far from the sheltering arms which have so long protected him.

It also introduces a major problem in development to the mother who must find a new relationship to her school-age child than the one which has been satisfying to her in his pre-school days. Can she let the teacher and the school in sufficiently that they can discharge their responsibilities-as-school to her child? Or will she try to extend herself into the school through making special requirements of it? "Johnny isn't like other children. He must be let out earlier than others, never be scolded, given a little extra petting, etc, etc." Mothers who are experiencing this understandable difficulty in separation may be overly critical of school and teacher and jealous of their child's interest in and liking for the first "other woman" in his life.

On the other hand, some mothers, in an attempt to deal with their problem in separation may be unnecessarily abrupt and abdicate entirely in favor of the school! "I will never come to school, it's all up to the teachers. It's their job now to make you behave. Don't come crying to me if anything goes wrong." Actual indifference to or positive dislike of their children may prompt such complete turning over of the child to school on the part of occasional parents, but more often it is a failure to make a shift in the kind of parenting appropriate for a six-year old child in school and represents parental operation on an all-or-nothing basis. Fortunate the children whose mothers can let the school in and share the child with the school, without either controlling in areas where their control is no longer appropriate or helpful, or letting go completely and so contributing to a child's feeling of being deserted at the very time when he so badly needs a sense of parental support as he embarks on an important new beginning of a larger life.

And what of the responsibility of the teacher to the highly complicated persons who present themselves at school? The teacher's primary responsibility, as I see it, is to *teach*, to help children acquire the skills of reading, writing, and arithmetic, as well as a body of knowledge which will enable them to appreciate and contribute to their culture. Schools have increasingly broadened their concept of what kinds of knowledge and appreciations can and should be transmitted in school. The child in today's school learns of the physical nature of the world and of his own physical nature, of his physical and social history, of his relationship to and responsibilities in his world, and how his society's

way of living is like and different from other societies at other times and in other places. He becomes acquainted with the meaning of living to certain great individuals who have expressed that meaning through art, literature, and music. Today's teacher knows that while he is learning skills and knowledge and developing appreciations that will further his personal enjoyment and social contribution, every child is having an important social experience. He is learning to accept himself as a person with his own individual abilities and ineptnesses. He is learning to live, according to rules and regulations made in the interest of general well being, to relate to authority without losing capacity for critcal thinking and action, to enjoy the give and take of fellowship, to be able to subordinate individual satisfaction for a larger good. Through the structure and conditions of the school and the classroom, and through her own attitude, the teacher has tremendous opportunity to contribute to the social development of the school child in a different way than parents can when the child is no longer exclusively in the home. Not only can the teacher make this positive contribution to children-in-school, but she, and through her the school, can offset unfortunate experiences in the child's past and present out-of-school life. Every child needs school, as we in America have developed school, not only that he may become literate, appreciative of our culture, and able to contribute to it, but in order that the social development begun in the nursery may continue in a setting more appropriate to his developing social self.

Because the school is so very much aware of its importance in the life of children, it sometimes needs to guard against extending its authority and control beyond reasonable and desirable limits. It cannot substitute for the family, or other social institutions or agencies which also seek to contribute to the welfare of the child, and it is rather rightly resented by parents, social workers, and others when it seeks to "boss the show" and be the be-all and the end-all in the child's life. Yet a strong school with full consciousness of its social purpose is indispensable to the kind of society we are seeking to evolve.

And now the social worker and her contribution to the child-in-school. It might seem that the careful prescriptions for loving mothers able to release their children without disposing of them when school days are at hand and intelligent school teachers taking over those responsibilities for social development which can no longer be carried by parents alone, would obviate the need for a "third party" the social worker—particularly a social worker as part of the school faculty. But it is precisely of this social worker I wish to speak, the school social worker or as she was formerly known, the visiting teacher.

We have already indicated that school children, while they have much in common psychologically because of their common age period, are also highly individual. Each child has his own unique endowment physically, intellectually, and emotionally. Each has had important life experiences specific for him which have influenced in ways which are stubbornly resistant to change, his attitudes toward himself, toward adults, and toward other children—and which have affected the amount of energy, released from struggling with intra-family relationships, free for learning in school. And each child is subject to his own immediate pressures in his current life situation, whether of family tension, economic deprivation, poor health, or other. The public school necessarily is a group program which must serve children in groups. A social worker on a public school faculty, by virtue of her professional preparation is able to individualize for the school any child having difficulty in using what the school offers. She is able to understand with the parent and with the child and through making use of such specialists as physicians and psychologists, what a child's physical, intellectual, and emotional equipment is; what his life experiences have been; and to what immediate pressures he is being subjected. Her understanding can be useful to classroom teacher and principal as they seek to fit the school to a particular child within limits which are reasonable. As a result of the understanding of the individual child, in all his uniqueness, which the school social worker brings, teachers may modify, not only his school program but their attitudes toward him and their expectations of him in the direction of anticipating either more or less than had been previously true. Individualizing the child for the school can make the school more useable by the child, and the problem of teaching him less frustrating to the teacher. It can also eliminate waste tax money which is expended to little purpose for children who truant, fail, withdraw into day dreaming, use their energies for fighting instead of learning, or engage in activities harmful to themselves or other children. This in no sense implies that the school social worker should tell the school how to do its job. It is just that the understanding and the individualization she brings can be used by school personnel to make their own modifications in their own way.

But the task of the school social worker goes beyond this individualization of the child for the school—and I mean individualization of a kind and quality possible only because of the unique professional preparation of the social worker which enables her to understand the meaning of behavior and what it expresses of human need. The school social worker is prepared also to help the child *use* the school, to take respon-

sibility for himself in school—through interviews with him and through making available to him the appropriate community resources—health, recreational, or other which will contribute to his wholesome social development. The school social worker has responsibility, too, for interviews with parents of school children. We have already seen that parents, out of their life experiences, may have difficulty in letting their children use school—in continuing to take the responsibility that is theirs as parents of children-in-school, without taking over responsibility that must be the school's if the school is to accomplish its purpose. The school social worker has a reason-for-being which parents can appreciate, as she talks with them and helps them with attitudes uniquely theirs in their relationship to their children's school experience. Again, this need not, in fact, it must not overlap or duplicate what principal and classroom teachers and parents do together. Its purpose is not to substitute for but to make more fruitful relationships between school faculty and parents whose children are showing problems in using what the school offers.

Often in working with a parent, the school social worker learns of pressures the parent himself is facing and can help through enabling him to get to appropriate community social agencies—health, family, child placing, public assistance, or other. The parent's solution of pressing life problems will indirectly affect his child's peace of mind, physical health, and use of school. But the focus of the school social worker is always on helping the school serve the child, helping the child use the school, and helping the parent in his relationships with the school and with his child-in-school. It is precisely this limited focus which makes for the effectiveness of the school social worker. She *belongs* in the school. She has a contribution to make in conjunction with principal, teacher, school nurse and psychologist, as a member of a school council engaged in planning and evaluating school program. Her purpose is the school's own—to insure an educational experience of social value to children. Through the use of her own professional skill, she makes a unique contribution in helping the school achieve its purpose. Parents and children can use her because they accept the rightness of school for their children and the appropriateness of a school person's working with children having problems in school.

This is not intended to detract in any way from the value of social agencies in the community engaged in offering social services other than education. The school social worker is handicapped in what she does if there are inadequate community agencies to serve school children and their parents. No community can be socially sound unless social services

are available in respect to the multiplicity of problems which are inevitable in our complex society. Child placing agencies, juvenile courts, family agencies, public assistance departments, child guidance clinics, recreational resources, health facilities—each carries responsibility for offering certain social services in respect to certain kinds of problems. But no social agency "owns" people who come to them, and takes over a total responsibility for them. Each serves within the framework of a community-delegated responsibility for service of a certain kind. The over-all responsibility for a client's life remains his own, subject to restraints the community imposes and enforces for purposes of community welfare.

I am unalterably opposed to the notion that a school social worker "discovers the problem" and refers the client to a social agency for its solution, acting as a sort of "go-between" for school and community agencies. She *keeps* responsibility for those aspects of the problem which have to do with the child's use of school. Family workers and children's workers in community social agencies may call on the school and work with the teacher, parents, and school child on school problems if this falls within their community-delegated purpose or reason-for-being. But they cannot approach the situation in the same way, from the same point, or with the same focus as the school's own social workers whose whole aim is to help the school realize its purpose in respect to children, and to help children use what the school offers. Many of the children served by the school social worker will not be known to community social agencies. Some will and desirably so; some, as has been said, the school social worker will refer to social agencies. The presence of a social worker on a public school faculty insures more effective use of social agencies by the school and more effective use of the school by social agencies. It offers a channel through which the school can participate in over-all community planning. The spirit of all social workers in the community, whether school social workers or social workers in other agencies, is one of contribution—(not competition or overlapping)—contribution to individuals living in the community—contribution to the social well being of the community as a whole.

The spirit of the public school is contribution—(not competition or overlapping) -contribution of classroom teachers, maintenance staff, principal, school social worker)—in order that the purpose of the public schools may be realized. Every member on the team, the school team and the community team has a job to do, embracing a specific area, and requiring a unique competence. The full contribution of everyone on the team is required to bring it through to victory. The kind of victory we are talking

about is a community of social value to the individuals who comprise it—a community created and maintained out of the social strivings of those individuals. The kind of defeat which will follow failure of team play is community breakdown, failure to use human resources, poverty, social strife and crime.

Those who are engaged in understanding and mastering the properties of the physical world have in their heads and hands the secret of power over the physical world. Those of us who are engaged in understanding and furthering the forces for social living within man himself are at the beginning of our task. It need not discourage, it must engage the clear thinking and good will of us all.

PUBLIC WELFARE AND THE SCHOOLS

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You, as citizens in a local community concerned with welfare services, are responsible for certain services which are particularly designed for the welfare of children in your community. As directors of the County Welfare Board, I assume that you are responsible for the programs of Aid to Dependent Children, programs for children who are in need of specialized care, and in some instances, assistance to families from public relief. Therefore, you necessarily are concerned with the monies that are given for care of children and their families in the community, for workers to carry through these programs, and for other resources which are available to these children and to the workers assisting these children.

Again, as citizens of the community you are concerned about the schools as to finances, as to the adequacy of the school program, of the resources the school has to offer children, to the school personnel working with children. You may raise such questions—What is the school doing for all children of the community? What is the school's function in a community? How does the work and the resources of the school relate to the work of the County Welfare Board? I know you all have a clear idea in your mind of what the school is supposed to do for children who are in attendance there. Will you think with me for a few minutes about this point? What is the school supposed to do for all children? In other words, what do people in the community expect of the school? What do we as school people see as the function of the school, and what do workers from the public welfare board consider as the function of the school?

First, we always think, and rightly so, that one main function of the school is to teach certain skills, such as reading, writing and arithmetic. Of course, today we consider the whole question of skills as much more extensive than reading, writing and arithmetic, but we do expect that one major function of the school is to teach our children to read and write our language and to gain a fundamental knowledge of numbers. These two broad areas are carried over into some knowledge of business, knowledge of our government, knowledge of our literature, etc.

Secondly, many of us would expect that the school does teach the child something which will help him to get a job and to earn a living, at least to give him some skills or some knowledge which can be used in the labor market. I believe today we often say, you have to finish the eighth grade, or you have to have a high school education, or you have to go through

college to get certain jobs.

Third, we often hear people say that children are taught or learn how to behave when they go to school. Here I think the school does share with the home and other members of the community in giving children training and supervision in regard to their behavior as it relates to the regulations of the school and to getting along with other children in the school.

As a fourth point, what did we actually get out of our going to school besides these things I have mentioned? I believe all of us and the children today get some idea of our ability as compared to other people's ability. If we have done pretty well at school that has left a lasting impression on us and our feeling about ourselves. If we never were good at school that, too, has left an impression on us and our opinion of ourselves. Children are conscious very early in their school experience of how they rate in comparison to other children in their room. They can quickly tell you that, I am the worst one in arithmetic, I am the best one in reading, or Johnny can sing the best, etc. To me this helping the child acquire an idea of his own ability in various fields as it relates to the ability of other people is sound and, I think, a part of the school's function. I do sincerely believe, however, that we at school have a responsibility of seeing to it that each child acquires a sense of his value as related to other people in various areas, and that he comes out with a positive feeling that he can do something well. This feeling or opinion of one's self is very important when we go to get a job or when we converse with our friends about various issues in the community.

A teacher has a particular opportunity to help children learn this feeling of being able to contribute to the group, to express their opinions and have them judged by other people, but to finally come out with a feeling that they have opinions, that these opinions may be expressed but they need to be judged by what the group thinks, too. From that type of experience a child develops a feeling that he is a part of the group, that he has a responsibility for his behavior in regard to that group, and that he has something to contribute to that group. All of this adds up to the fact that in a democracy or in a government as we have, children need to learn how to be leaders and how to accept other people as leaders, but also to be able to think for themselves, to evaluate what the community is doing, to work for community projects, and to gain a sense of social responsibility and his place in it.

Fifth, another factor that I think is important as a function of the school is a knowledge of our country, our community and the world—a knowledge which is usable. A great deal of this can be accomplished through our courses in social studies. Today, schools feel that the radio, the newspaper, magazines, and even field trips are important for discussion in the class-

room, and that children should be learning about their community, their country and the world not only from the standpoint of what has happened years ago but what is happening today. We took courses in history and geography. Today those are related as to the past and the present in courses called social studies.

Following up this point youth today needs to learn about people in the community, the problems of people in the community, the structure of our community as to courts, government and public assistance. They need to know about programs for handicapped children or deficient children. Many of our youth do not go beyond high school. I think it is very important that they know the structure and the problem of their community, for they are going to be voters very shortly.

Sixth, another service to youth that comes out of our school programs today relates back to the discussion on learning to live with other people or being a part of a group besides what takes place in the classroom. Along this line are the opportunities which come out of programs in athletics, dramatic clubs, glee clubs, science clubs, etc. These have definite value and are not just frills in a school program. However, I believe that every person in school should have an opportunity of belonging to some one group or club. At times our program of athletics, drama and music have been only for those who have particular talent. By using our imagination I think these programs could be used for every person.

Seventh, in many schools today we have another service, that is, counseling or guidance service. Through counseling or guidance the student is given an understanding of his general ability, his particular ability, an understanding of the employment possibilities in the community, requirements of a certain type of profession or business, and as he is taking his work at school, he is guided in making a choice which will assist him in fitting into employment, either in a profession or in business.

Along with this whole area we feel that the school program should include special training for those children who are handicapped, that is, children who have physical handicaps related to eye sight, hearing, heart conditions, loss of use of limbs, etc., and those who have particularly limited mental capacity. Through specialized training most of these people can be helped to be well adjusted individuals who have something to contribute to their community—or at least not be completely dependent.

Eighth, I have touched in various ways the question of helping children in regard to their attitudes about themselves and their behavior. Formerly, if children did not behave at school they were expelled. The school did not consider it their responsibility to do anything about these people. That is not true today. Every organization in the community—schools, churches,

welfare agencies, courts, as well as parents, are responsible for what happens to the children in the community. If a child does not get along at school, does not behave himself at school and we feel that we cannot put up with his behavior or change his behavior, I think then it is our responsibility to see that that child is referred to some one else who can help him. In many school systems they are now employing the services of specially trained people to assist the school, as well as the children, in regard to problems of personality and behavior, that is, school systems employ psychologists, school social workers, psychiatrists. With the assistance of these specialists the school can work out many programs or plans for helping these children remain in school, get something out of their school work and gradually assist them to better behavior in regard to themselves and other people.

Ninth, from the standpoint of the physical, most schools today employ school nurses, school doctors, and many places have clinics such as skin clinics, heart clinics, eye clinics. In most situations these nurses, doctors or clinics do not give service for the correction of any difficulty, but they do examine all children and can pick up those physical problems that need correction and through their work with the parent or with other community resources can do a great deal in the prevention of more serious physical handicaps.

Now how does this program of the school fit into a welfare program in your community? First, we know and accept the fact that all children in the community if mentally and physically able to do so are in attendance at school, so all of the children known to welfare agencies are also known to the school. They are the same children, so from the standpoint of working together the school and welfare workers certainly need to know each other. I believe the first essential for cooperative working plans is knowledge of each other's program, confidence in each other's personnel, and in the professional integrity of each group. After this comes the point of sharing our knowledge and our information, however, sharing that knowledge and information for more effective service to the child. I think we have to work on the basis that teachers and social workers are professionals, that they are interested in the welfare of the child, and any information given by the welfare worker to the teacher or vice versa must be held as confidential information and used to help the child.

From all of our experience we know that many of the children who are presenting problems at school are the children of families who are known to many of the welfare agencies of the community. In one community where I worked, out of about 1,100 children that were known to our school agencies, 331 of those were already active with some welfare agency, 615 had been known to the agencies, 133 had never been known to any

other agency. I believe these figures would run pretty true in any community or any number of children that we might contact.

In many places we feel this cooperative planning and working together of school personnel and agency workers is so important that various types of community councils have been set up. Let me tell you of one that we have established in Minneapolis. Because of our concern over this very question, in September, 1946, we set up a special program in one small community. This is a community in which the delinquency rates are very high, housing is poor; there is a great deal of unemployment, and many of the people present rather serious medical problems. There are many families in this community, too, that have been known to many social and health agencies, as well as to legal or law enforcing agencies. Too many times workers of each one of these groups were working independently without relating their work to what others were doing for this same family. In some such situations the probation officer, the visiting teacher, the worker from Aid to Dependent Children, the nurse from the community health service, were all working with the same family and were contacting the same home without relating their services to each other. In theory all of us did sense the fact that we should work together so that we would not duplicate or interfere with each other's plans, but under the pressure of work sometimes we do not do this.

In this particular project all of the workers from various groups have met together and have reviewed the problems of a particular family, have planned together what each could do for the parents and also for the child. One of the major results of this kind of planning and working has been the reduction of friction between workers themselves because they did not understand or did not know what the other was doing, or they felt the other was not working fast enough. By putting their thinking together each has been able to give ideas to the other person, and I am sure they have found things to do or found services in the community that no one person could have thought of. In each one of these families something has happened, and I am sure the children of those families are getting more adequate opportunities to grow and develop into worthwhile citizens. This follows then from the sharing of information: the welfare worker through her contact in the home and school through contacts with the child and conferences with the parents; the nurse from her medical examination of the child and maybe conferences with the parents can give information to the other person which will help her to do her job better.

To the school regular attendance is very important. The school is aware too of what a child's appearance, that is, his cleanliness or his clothing, means to him. Children can be very critical, and a child who does not

come to school clean or who comes with poor clothing or "queer" clothing can be very much isolated by other children. He can have a very tough time in a school group. The teacher can see this fact and can give such information to the welfare worker. Sometimes a child does not have adequate clothes to come to school. To the welfare worker with a large number of families to be concerned with, a week's non-attendance at school may not be important. To the school it is very important, and to the child's adjustment at school it is very important, for a child who falls behind in his work is going to show some reaction. He either is going to be discouraged, he is going to pretend that he does not care, or he may even begin to be a showoff to cover up.

If the welfare worker and the school would confer with each other in regard to a child's problem the school might do quite a different job about certain children. For instance, let us take the case of Billy. Billy was a little fourth grader in one of our buildings. He had taken some money at school. He had gotten into a lot of trouble in class and on the playground. He did not do what the other children were asked to do in the class. At time he got very angry. The teacher and principal talked over the situation a number of times. They both talked to Billy. Finally one day the principal felt that she would have to send for his parents and sent Billy to ask his father to come to school. Billy got very upset, and began to cry. He finally left the building, but he did not go home; in fact, he did not go home all night.

When the principal talked this situation over with the visiting teacher, we found that the welfare board knew this child and his family. The child was very much afraid of his new step-mother. He also felt that his father would listen to her and not to him. The worker felt that the step-mother did not want this child in the home and that she was being quite cruel to him. His being sent home from school by the principal was just more than he could face. He knew he had been punished and he would have a worse time at home than he had had before. If the welfare worker and the school had been in touch with each other before, the principal would have handled this situation quite differently. They did get together. The school found that they could give Billy a great deal of understanding and support, and that some of the things he did at school were more understandable when they knew what problems he was facing at home. The welfare worker continued to work with the father, and finally this boy was placed in another home while the father and step-mother were working out their problems.

In another situation there were seven children from one family in attendance at one school. These children came to school dirty, poorly clothed, their hair uncombed. They came tardy; they stayed out of school. One of

the teachers got quite exasperated at "Curly." The children did not like to sit by him because he was not clean. He often came into the room after the others had started their work. Sometimes he was pretty disagreeable and irritable. On several occasions the teacher sent him home to get cleaned up. He did not come back to school. The information was finally gathered together, we found in this situation that the mother had left the family. The father worked nights, slept days. He expected the children to get up in the morning, to get breakfast, to get themselves to school, and to clean up and take care of their own clothes. He was expecting a great deal of his children for they ranged in age from five to thirteen. He said he had to take care of himself from the time he was a very little boy, and they would have to learn to do the same.

The school decided it did not do much good to send "Curly" home to get cleaned up when there was no adult to help him. It did not do much good to scold him for being tardy when there was no one there to see that he got up in the morning, for "Curly" was only ten. Here, again, it was very important for the school and the welfare worker to know what was happening to these children from the other side of the situation. The school was much more understanding. The principal and the teacher found many ways to help these children. The visiting teacher often went to the home to see that the children got to school. Here, again, the children were very much afraid of any complaints from the school to their father, because as stated before, he had said that they had to learn to take care of themselves. The welfare worker could not work with the father in regard to his children's problems without knowing some of the problems the children were facing as the school saw them, no more than the school could do the best job for these children when they did not know the home situation.

In the case of Robert, cooperative planning was really done. Robert was a fourteen year old boy in junior high school. His family was receiving assistance jointly through Aid to Dependent Children and Department of Public Relief. Robert, as well as his brothers, was known to the community settlement house where he went for group activities. One particular man worked with these boys as a "Big Brother." Robert broke into the school one night and did considerabl damage to some school equipment and stole some other equipment. Before anything was done a conference was called at school with the principal, visiting teacher, homeroom teacher, "Big Brother," the worker from the Department of Public Relief, the worker from Aid to Dependent Children, as well as the probation officer from juvenile court. The probation officer was going to have to carry the situation into court and to plan for the boy from that point on. In this conference

the information known by each person was shared with the other, and the probation officer had the recommendation of all those people present.

In one other instance in the case of Donald and Lawrence who were very irregular at school, the usual report which came back was that they were sick or did not get up in time to come to school. The school became very concerned about this irregular school attendance and did consider the question of taking these children into court on non-attendance. This family was receiving assistance through Aid to Dependent Children. Again, in conference the fact was brought out that this mother was ill. She was very depressed; the problems of the world were just too much for her. She always saw the dark side of things. Sometimes she encouraged the children to be sick through her pessimistic feeling. The care of these children was just too much for her. The school social worker and the worker from Aid to Dependent Children working together on this situation were able to develop various plans at school whereby the school could give these two boys more support, could find ways of making school more interesting. The homeroom teacher gave them more special attention, and finally the agency was able to place the mother in a hospital for medical care and placed the boys in a boarding home. Without this cooperative planning these boys might have been taken into court for non-attendance at school.

In conclusion, you as directors of the County Welfare Board necessarily are concerned with what the school is doing for the child. Are they giving the children the type of training which will make them able to be adequate adults in the community? Are they helping these children to gain certain attitudes and certain skills which will help them to get jobs, to hold jobs and to live as a part of the community? I urge that you examine your school programs from that standpoint.

School people today are seeing a much broader responsibility for themselves in regard to children. Many times they cannot carry through the programs they feel necessary because of lack of finances, equipment and personnel. This is important to you for we know from statistics again that many of the adults who are in need of assistance, financial assistance particularly, and also those who have come up against the law authorities, have in many instances been people who in their youth did not make very good adjustments at school or did not get a very adequate training in school.

Again, as directors of the County Welfare Board it is important for you to know how well the welfare workers and the schools are working together, for if they are sharing their experience, sharing their services, I am sure the child is going to receive much more effective assistance.

MEMBERSHIP

Membership in a professional organization is a strengthening factor for the individual practicing within that profession. This is as true for the school social worker as it has long been for members of other professions. National Association of School Social Workers has members in 34 states and in Hawaii.

All members receive the National Association of School Social Workers Bulletin and other materials such as reprints, book lists, conference programs, notices, and other publicity. Membership is determined by the training and experience of the applicant.

Applications for membership and a statement of membership requirements may be obtained from the Membership Chairman, Miss Rose Goldman, Room 515, c/o National Association of School Social Workers, 130 E. 22nd St., New York 10, New York.

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Copies of N.A.S.S.W. Bulletins from the March 1946 issue to the present are available at the Executive Office in limited quantities.

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Changes of address should reach the office of the Executive Secretary as soon as possible.

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We should like to ask members and friends of N. A. S. S. W. to take a more active interest in the Bulletin. If you have an article or a suggestion regarding a paper we might publish, SEND IT IN. Manuscripts should be addressed to the Executive Secretary and can be accepted for publication only on condition they are not being published elsewhere. They should be typewritten doublespaced and there should be two carbon copies. Authors of papers accepted will receive five copies of the issue containing their article.